DOCUMENT RESUME

ED 130 946 SO 009 524

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TITLE Canadian Content Survey: Junior High Panel. Research Report.
INSTITUTION North York Board of Education, Willowdale (Ontario).
PUB DATE Jun 74
NOTE 66p.; For related documents, see SO 009 523 and 525

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS *Comparative Analysis; *Curriculum; *Data Analysis; *Educational Resources; Elementary Secondary Education; Field Trips; Films; Filmstrips; Junior High Schools; Learning Activities; Questionnaires; Resource Materials; *School Surveys; Supplementary Reading Materials; Teacher Developed Materials; Textbooks
IDENTIFIERS *Canada

ABSTRACT

Survey results summarize junior-high-school use of Canadian and non-Canadian oriented materials, resources, and activities in the borough of North York, Ontario. A questionnaire completed by 187 teachers inquired about use of textbooks and unpublished material, resource people, and field trips. Focus on Canadian culture was identified whenever it was appropriate. Data tables show responses by the following areas: English, mathematics, science, modern languages, music, commerce, home economics/shop, fine arts, physical education, geography, history, and resource librarians. Responses show that almost three-quarters of all textbooks used are Canadian and that about half the nontexts and reference books used are Canadian. Almost two-thirds of the films used are Canadian. In science and music, all filmstrips used are non-Canadian. Although half of the respondents indicate they do not use unpublished material to a significant degree, over half of those who do, make use of teacher-produced materials. During 1973-74, very few resource people were consulted as compared to the number used by elementary teachers. Eleven percent of the junior-high resource people provided an increase in Canadian awareness. (AV)

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# RESEARCH REPORT

SP 009 524

CANADIAN CONTENT SURVEY

JUNIOR HIGH PANEL

Philippe Cassidy

June, 1974.



THE BOARD OF EDUCATION FOR THE BOROUGH OF NORTH YORK

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# PREFACE

At its meeting on September 17, 1973, the Board adopted a recommendation of the Management and Academic Program Committee that an Ad Hoc Committee be formed to study matters relating to Canadian orientation and content of public and high school courses, raised by the Committee for an Independent Canada, in its proposal of May 2, 1973, and to report back thereon, at a subsequent meeting of the Board.

Having regard to the foregoing, the Ad Hoc Committee made up of a Trustee, a representative of NYCOSP, three member of the Committee for an Independent Canada and North York staff, has held many meetings to date, dealing with the complexities inherent in obtaining the required information for an assessment of the Canadian content in the North York school system.

In the course of its deliberations, the Ad Hoc Committee decided that a survey on Canadian oriented materials, resources and activities, in comparison to Non-Canadian oriented materials, would facilitate the acquisition of certain information essential to the aforementioned study.

The Board, at its meeting on February 4, 1974, authorized a survey to be conducted by Eduational Research Services involving a sampling of North York teachers from all three panels.

The following pages contain an analysis of the responses provided by the 187 Junior High teachers who participated in the survey.

# PROCEDURE

## Instrumentation

Information was gathered from staff members using a questionnaire. The members of the Ad Hoc Committee suggested the questions to be included in the instrument. These questions covered the major concerns of the committee members regarding the quantity and quality of Canadian oriented materials, resources and activities in comparison to Non-Canadian oriented materials. A preliminary draft of the questionnaire was circulated to the members of the committee and based on their suggestions, the instrument was revised. A copy of the final questionnaire is presented in the Appendix.

## Sample Selection and Size

Twenty-nine schools, having a teacher population of approximately one thousand, were selected on a random basis to participate in the survey. Sixteen schools were represented from the elementary panel, eight from the junior high and five from the secondary panel. Every effort was made to avoid choosing schools which had recently been involved in other research studies.

## Data Collection

Principals in the twenty-nine schools chosen to participate in the survey received sufficient questionnaires for their school staffs, at a meeting called by the Superintendent of Educational Services. At this time, the purpose of the questionnaires was explained, and questions from the participating principals were answered. Each of the questionnaires included a memorandum from the Director of Education, enlisting staff support and asking that teachers return completed questionnaires to their school office by April 18. Each participating school was provided with addressed envelopes and a request that all completed questionnaires be returned to Educational Research Services.

## Response Rate

The findings reported on the following pages are based on responses given by 187 junior high teachers. This represents a 58% response rate and also represents a 17% sample of North York junior high teachers. Three separate reports were prepared based on the responses provided by teachers in the three panels.

Of the 580 teachers who returned completed questionnaires, the breakdown by panel is given in the following table:

| PANEL | Questionnaires Distributed | Questionnaires Returned | % Return |
|---|---|---|---|
| ELEMENTARY | 355 | 205 | 58 |
| JUNIOR HIGH | 320 | 187 | 58 |
| SECONDARY | 325 | 188 | 58 |
| TOTAL | 1000 | 580 | 58 |

Reporting Results

A complete list of all the materials mentioned by teachers including frequency of use, source and rating is included in a separate appendix to this report. Every effort has been made to check the titles of the materials and their source when in doubt, but due to the magnitude of the task it was impossible to check every title. Therefore, it was necessary in most cases to list the information in the form in which it was given by the teachers. Where a title appears in more than one category, i.e. textbook, non-text, etc., this reflects the various uses made of that title by individual teachers.

At the meeting of principals held prior to the distribution of the questionnaires, it was explained that the source "Canadian Publisher" referred to any publishing house producing books in Canada whether solely Canadian or a subsidiary of a non-Canadian parent operation.

## JUNIOR HIGH ENGLISH

There were thirty-one responses from junior high English teachers in the eight junior high schools in the sample.

The kinds and sources of classroom materials English teachers use in the junior high schools are listed in Tables 1A and 1B.

TABLE 1A

| Material | Titles Mentioned | SOURCE * Non-Can. No. | % | Can.A/P No. | % | C.A./P.A. No. | % | C.P./A.A. No. | % |
|---|---|---|---|---|---|---|---|---|---|
| Textbooks | 75 | 26 | 35 | 36 | 48 | | | 13 | 17 |
| Non-Texts (Fiction, Biography, etc.) | 67 | 39 | 58 | 22 | 33 | | | 6 | 9 |
| Reference Books | 18 | 10 | 55 | | | 6 | 33 | 2 | 11 |

TABLE 1B

| Material | Titles Mentioned | SOURCE Non-Can. No. | % | Can. No. | % |
|---|---|---|---|---|---|
| Films | 7 | 3 | 43 | 4 | 57 |
| Filmstrips | 8 | 5 | 63 | 3 | 37 |
| Slide Sets | nil | | | | |
| Magazines & Periodicals | 5 | 3 | 60 | 2 | 40 |
| Learning Kits | 15 | 9 | 60 | 6 | 40 |
| Simulation Games | 5 | 4 | 80 | 1 | 20 |
| Picture Sets | 1 | - | - | 1 | 100 |

The teaching of English lends itself to the use of a wide variety of textbooks and the majority of these are either both written and published in Canada (48%) or are the creations of Canadian Publishers (17%). This is not true of non-texts, 58% of which are non-Canadian in origin, nor of reference books, 55% of which originate outside of the country.

In the use of supplementary materials, those of non-Canadian origin tend to outweigh materials produced in Canada. Sixty-three per cent of filmstrips, 60% of magazines and periodicals, 60% of learning kits and 80% of simulation games come from outside the country. The exceptions to this pattern occur in the use of films, 57% of which are Canadian produced and for the use of the single picture set reported, which was also made in Canada.

* Some of the materials (textbooks, non-texts, reference books) have been listed under four separate sources: non-Canadian (Non.Can.), Canadian author and Canadian Publisher (CA/CP), Canadian author, publisher abroad (CA/PA) and Canadian publisher, author abroad (CP/AB); the other materials mentioned, i.e., films, filmstrips, magazines, etc. have been listed as either non-Canadian or Canadian.

QUESTION #2: If you use unpublished material to a significant degree, please indicate the source of your unpublished material.

TABLE 2

| Source | Times Mentioned | * % |
|---|---|---|
| Student Produced | nil | |
| Teacher Produced | 7 | 23 |
| Professionally Produced in Canada | nil | |
| Professionally Produced outside Canada | nil | |
| A Combination of Above | 4 | 13 |
| Other | nil | |
| No Response | 20 | 65 |

N= 31

Only about one-third of the teachers responded to this question, probably indicating that most English teachers at the junior high level do not use much unpublished material. Twenty-three percent, however, use teacher-produced material and 13% use material produced by a combination of sources. There is apparently no use of student-produced material or of material produced professionally either within or outside Canada.

QUESTION #3: Do you regularly use approved textbooks (i.e. as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks?

TABLE 3

| | Times Mentioned | % |
|---|---|---|
| Most of the Time | 13 | 42 |
| Frequently | 5 | 16 |
| Sometimes | 4 | 13 |
| Seldom | 3 | 10 |
| Never | 1 | 3 |
| No Response | 5 | 16 |

N=31

Approved textbooks are used more frequently than non-approved books. Forty-two percent of teachers report that they use approved books most of the time and 16% that they do so frequently. Thirteen percent say they use them sometimes, whereas 10% indicate that they seldom do, and 3% never do. There was no response to this question by 16% of this group of teachers.

* In this and in other tables where percents do not total 100, figures have been rounded to the nearest whole percent.

QUESTION #4(a): Approximately how many different resource people (specialists, speakers, etc.) did you use in the past twelve months?

The junior high English teachers reported the use of eighty-one resource people.

QUESTION #4(b): Of all the resource people you have used in your classroom during the past twelve months, describe the two most effective and state the nature of the subject matter discussed.

TABLE 4

| Name of Resource Person | How He/She Might be Contacted | Description of Program Provided |
|---|---|---|
| Tim Rees | Citizenship Bureau Ministry of Immigration | Slides of Ethnic Groups |
| Arthur Lipsett | Home Phone | Outlining Film Philosophy |
| Jo Rosenblatt | Home Phone | Poetry |
| Royal Ontario Museum Teacher | Royal Ontario Museum | Background for Elizabethan England |
| Jim Hunt | C.K.E.Y. | Media |
| Don Holman | McCann Erikson Advertising | Advertising |
| Prof. Eric Houghton | York University | Precision Teaching |
| Paul Barker | Reading Department | High interest, low vocabulary material |

Though the English teachers indicated that they made use of the services of eighty-one resource people many of them did not provide the information requested in question 4(b). Despite the paucity of information on the programs given by resource people, it can be seen that there was a fairly wide range of interests provided for, ranging from poetry and philosophy, film and drama to advertising and media and teaching methods.

QUESTION #5(a): Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

The junior high English teachers felt that ten of the resource people contributed to an increase in Canadian awareness.

QUESTION #5(b): Please describe the two most effective resource people providing an increase in Canadian awareness that you have had in your classroom during the past twelve months and state the nature of the subject matter discussed.

TABLE 5

| Name of Resource Person | How He/She Might be Contacted | Description of Program Provided |
|---|---|---|
| Joe Rosenblatt | Phone | Poetry |
| A Lawyer | Law Society of Upper Canada | Not Given |
| Jim Hunt | C.K.E.Y. | Media |
| Don Holman | McCann Ericson Advertising | Advertising |
| David Young | Coach House Press | Canadian Writers and Poets In Residence - an awareness of what it is to be a writer in Canada today |

Canadian poets and writers, law, the media, and advertising were covered in programs resource people brought to the junior high schools which could be construed as heightening Canadian awareness.

QUESTION #6: How many activities which take place outside the school (e.g. field trips, museums) relate to learning about Canada?

TABLE 6

| | No. | % |
|---|---|---|
| Most | 3 | 10 |
| Quite A Few | 3 | 10 |
| Some | 5 | 16 |
| Few | 5 | 16 |
| None | 3 | 10 |
| No Outside Activities | 3 | 10 |
| No Response | 9 | 29 |

N= 31

Ten percent report that most of their outside activities relate to learning about Canada, 10% say that quite a few of their activities do, and 16% that some do. Another 16% say that a few of their outside activities are so related, and 10% indicate that none of theirs are. A further 10% report no outside activities and there was no response to this question by 29%.

QUESTION #7: Please list the places you have visited with your class in the past year which you consider most worthwhile in learning about Canada and describe the purpose of the visit.

TABLE 7

| Place Visited | No. of Times Mentioned | Purpose of Visit |
|---|---|---|
| McMichael Gallery, Kleinberg | 2 | Art and Literature culture study follow-up to Group of 7 short story, relate to Canadian poetry of period. |
| Toronto City Hall | 1 | To learn more about Toronto |
| Royal Ontario Museum | 9 | To learn about native people of Canada |
| Exchange with Jr. High in Alberta | 1 | Project Canada |
| Niagara Falls | 1 | Class accompanied visiting Trinidadian |
| Ottawa | 1 | students to these places. |
| Midland | 1 | |
| Flew Over Southern Ontario | 1 | Not given |
| Downtown Toronto | | Historical Aspects of City |
| Willow Theatre | | Movie |
| Stratford | 3 | Shows Canadian actors at work |
| Quebec City | 6 | Not given |
| Bruce Trail | 7 | Not given |
| O'Keefe Theatre | 2 | Not given |
| Greece | 1 | Significance of Canadian impression abroad |
| Toronto Star | 3 | Not given |
| Crippled Civilians | 1 | To learn purpose and work of this organization |
| Symphony Concerts | | |

The junior high students were involved in some of the same activities as elementary students, such as visits to museums and Canadian Art Galleries, the Toronto City Hall and downtown Toronto, but at a more sophisticated level. They also travelled further afield to visit Niagara Falls, Ottawa, Midland, Quebec City and Stratford and one group even got to Greece. They hiked the Bruce Trail, visited the Crippled Civilians, went on an exchange with a junior high school in Alberta, visited the Toronto Star plant and flew over southern Ontario. Through these visits they learned about Canadian poetry, drama, history, art and music and about native peoples. They also had the opportunity to discover how other peoples see Canada, through the eyes of visiting Trinidadian students and by means of the Grecian trip.

## JUNIOR HIGH MATHEMATICS

Questionnaires were returned by twenty-one junior high mathematics teachers. Their response to the question of kinds and sources of materials commonly used in the classroom is outlined in Tables 1A and 1B below.

TABLE 1A

| Material | Titles Mentioned | SOURCE | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Non-Can. | | Can. A/P | | C.A./P.A. | | C.P./A.A. | |
| | | No. | % | No. | % | No. | % | No. | % |
| Textbooks | 17 | | | 17 | 100 | | | | |
| Non-Texts (Fiction, Biography, etc.) | nil | | | | | | | | |
| Reference Books | 11 | 4 | 36 | 7 | 64 | | | | |

TABLE 1B

| Material | Titles Mentioned | SOURCE | | | |
|---|---|---|---|---|---|
| | | Non-Can. | | Can. | |
| | | No. | % | No. | % |
| Films | 1 | | | 1 | 100 |
| Filmstrips | nil | | | | |
| Slide Sets | 2 | 2 | 100 | | |
| Magazines & Periodicals | 2 | 2 | 100 | | |
| Learning Kits | 1 | 1 | 100 | | |
| Simulation Games | 2 | 1 | 50 | 1 | 50 |
| Picture Sets | nil | | | | |

Although all the textbooks and 64% of the reference books used are both authored and published within Canada, most of the supplementary materials are foreign in origin. One hundred percent of slide sets, magazines, periodicals and learning kits are non-Canadian, though it should be noted that their use is not very great. The single film listed was, however, produced in Canada as were 50% of the simulation games used.

QUESTION #2: If you use unpublished material to a significant degree, please indicate the source of your unpublished material.

TABLE 2

| Source | Times Mentioned | % |
|---|---|---|
| Student Produced | - | - |
| Teacher Produced | 11 | 52 |
| Professionally Produced in Canada | - | - |
| Professionally Produced Outside Canada | - | - |
| A Combination of Above | 3 | 14 |
| No Response | 7 | 33 |

N= 21

The most common source of unpublished material is that which is teacher produced (52%). Another 14% is produced by a combination of sources. Nothing is student or professionally produced, either within or outside Canada. There was no response to this question by 33% of this group.

QUESTION #3: Do you regularly use approved textbooks (i.e. as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks?

TABLE 3

| | Times Mentioned | % |
|---|---|---|
| Most of the Time | 16 | 76 |
| Frequently | 4 | 19 |
| Sometimes | - | - |
| Seldom | - | - |
| Never | 1 | 5 |

N= 21

Only one teacher (5%) indicated that he/she never used approved textbooks. The majority use them either most of the time (76%) or frequently (19%).

QUESTION #4(a): Approximately how many different resource people (specialists, speakers, etc.) did you use in the past twelve months?

There was a total of three resource people used in this period by mathematics teachers.

QUESTION #4(b): Of all the resource people you have used in your classroom during the past twelve months, describe the two most effective and state the nature of the subject matter discussed.

TABLE 4

| Name of Resource Ferson | How to Contact | Description of Program |
|---|---|---|
| Dr. Eric Houghton | York University, Faculty of Education | Precision Teaching |

QUESTION #5(a): Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

The answer to this question was none but one must consider the nature of the subject, mathematics, for which teachers do not usually rely on resource people except for help in teaching methods.

QUESTION #6: How many activities which take place outside the school (e.g. field trips, museums) relate to learning about Canada?

TABLE 5

| | No. | % |
|---|---|---|
| Most | 2 | 10 |
| Quite a Few | 2 | 10 |
| Some | - | - |
| Few | - | - |
| None | 6 | 29 |
| No Outside Activities | 8 | 38 |
| No Response | 3 | 14 |

N= 21

The study of mathematics does not involve as many outside activities as that of other subjects and 38% of teachers report that they do not have any. Of the 49% who do, 10% said that most of their out-of-school activities relate to learning about Canada, another 10% said that quite a few did and 29% said none did. Fourteen percent did not respond to this question.

QUESTION #7: Please list the places you have visited with your class in the past year which you consider most worthwhile in learning about Canada and describe the purpose of the visit.

TABLE 6

| Place Visited | No. of Times Mentioned | Purpose of Visit |
|---|---|---|
| Royal Alex Theatre | 1 | Toronto Symphony Concert |
| North York Board of Education Computer Centre | 2 | Computers and Programming |
| Science Centre | 1 | Relate Math to Society |

## JUNIOR HIGH SCIENCE

Fourteen questionnaires were returned by Junior High Science teachers in the eight Junior High Schools in the sample.

The tables below summarize the responses to question number one. Each type of material used is listed along with the number of titles mentioned in each category, as well as their sources. The right side of each source column indicates the percent that particular source represents of the total number of titles mentioned.

TABLE 1A

| | Titles Mentioned | SOURCE | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Non-Can. | | Can. A/P | | C.A/P.A. | | C.P./A.A. | |
| | | No. | % | No. | % | No. | % | No. | % |
| Textbooks | 8 | 0 | 0 | 8 | 100 | 0 | 0 | 0 | 0 |
| Non-Texts (Fiction Biography, etc.) | nil | - | - | - | - | - | - | - | - |
| Reference Books | 22 | 7 | 32 | 11 | 50 | - | - | 4 | 18 |

TABLE 1B

| Material | Titles Mentioned | SOURCE | | | |
|---|---|---|---|---|---|
| | | Non-Can. | | Can. | |
| | | No. | % | No. | % |
| Films | 7 | 2 | 29 | 5 | 71 |
| Filmstrips | 10 | 10 | 100 | 0 | 0 |
| Slide Sets | 1 | 1 | 100 | 0 | 0 |
| Magazines & Periodicals | 8 | 7 | 88 | 1 | 12 |
| Learning Kits | 4 | 4 | 100 | 0 | 0 |
| Simulation Games | nil | | | | |
| Picture Sets | nil | | | | |

Tables 1A and 1B show that most texts, reference books and films used by science teachers have Canadian sources. However, with the exception of one magazine, all of the remaining materials are non-Canadian. It is of some interest to note that all ten of the filmstrips mentioned by science teachers are non-Canadian.

QUESTION #2: If you use unpublished material to a significant degree, please indicate the source of your unpublished material.

TABLE 2

| SOURCE | TIMES MENTIONED | % |
|---|---|---|
| Student Produced | nil | 0 |
| Teacher Produced | 5 | 36 |
| Professionally Produced in Canada | 2 | 14 |
| Professionally Produced Outside Canada | nil | 0 |
| A Combination of Above | 1 | 7 |
| Other | nil | 0 |
| No Response | 6 | 43 |

N= 14

Only 8 of the fourteen teachers reported using unpublished materials. Of these eight, five stated that the materials used were teacher produced, two indicated that their material was professionally produced in Canada, and one teacher said the material that he used was from a combination of the sources listed.

QUESTION #3: Do you regularly use approved textbooks (i.e. as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks?

TABLE 3

| | TIMES MENTIONED | % |
|---|---|---|
| Most of the Time | 12 | 86 |
| Frequently | 1 | 7 |
| Sometimes | nil | - |
| Seldom | 1 | 7 |
| Never | nil | - |
| No Response | nil | - |

N= 14

Thirteen of the fourteen science teachers report using approved texts more frequently than supplementary materials. Only one teacher states that he seldom gives preference to approved texts.

QUESTION #4 (a): Approximately how many different resource people (specialists, speakers, etc.) did you use in the past twelve months?

Ten different resource people have been used by the science teachers in the past twelve months.

QUESTION #4(b): Of all the resource people you have used in your classroom during the past twelve months, describe the two most effective and state the nature of the subject matter discussed.

TABLE 4

| Name of Resource Person | How He/She Might be Contacted | Description of Program Provided |
|---|---|---|
| Bruce McBride | Supply Teacher | Live Mammals |
| Representative | Pollution Probe | Pollution Problems: Metro |
| Al Edwards | Not Known | Taxidermy |

QUESTION #5(a): Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

The science teachers reported that four resource people providing an increase in Canadian awareness were used in the past twelve months.

QUESTION #5(b): Please describe the two most effective resource people providing an increase in Canadian awareness that you have had in your classroom during the past twelve months and state the nature of the subject matter discussed.

TABLE 5

| Name of Resource Person | How He/She Might be Contacted | Description of Program Provided |
|---|---|---|
| David Lightwood | Moosonee Ed. Centre Moosonee, Ontario | Survival - Winter Camping |

QUESTION #6: How many activities which take place outside the school (e.g. field trips, museums) relate to learning about Canada?

TABLE 6

| | No. | % |
|---|---|---|
| Most | 3 | 21 |
| Quite a Few | nil | - |
| Some | 2 | 14 |
| Few | 1 | 7 |
| None | 3 | 21 |
| No Outside Activities | 3 | 21 |
| No Response | 2 | 14 |

N= 14

One fifth (21%) of the science teachers report that most activities which take place outside school relate to learning about Canada. Another fifth state that some, or few of the outside activities relate to learning about Canada, while another fifth of the teachers indicate that none of their outside activities are so related. The remaining either indicated that they had no outside activities, or did not respond.

QUESTION #7: Please list the places you have visited with your class in the past year which you consider most worthwhile in learning about Canada and describe the purpose of the visit.

TABLE 7

| Place Visited | No. of Times Mentioned | Purpose of Visit |
|---|---|---|
| Science Centre | 2 | General Topics - Science Fairs |
| Cedar Glen | 3 | Outdoor Education, Ecological Relationships |
| McLaughlin Planetarium | 3 | Astronomy |
| Kelso Park, Hamilton | 1 | Outdoor Education |
| Black Creek | 1 | Plant and Wildlife Study |
| Nuclear Power Plant, Pickering | 1 | Canada's Technology |
| Claremont Conservation | 2 | Natural Setting - Outdoor Science Investigations |
| Camping | | To Learn About Nationality Olympic Program |
| Seneca Planetarium | 1 | Help Make Sense of Environment |
| Albion Hills | 2 | Understand Local Geography and Ecology |
| Boyd Conservation Area | 1 | |
| Royal Ontario Museum | 1 | Geology |
| Local Area Field Trip | 1 | Geology, Rivers, Ravines |

The field trips taken by the Junior High science teachers fall into two basic categories: those involving the study of the environment in outdoor settings; and those involving study of technology at public institutions such as the Science Centre or McLaughlin Planetarium.

## JUNIOR HIGH MODERN LANGUAGES

There were fifteen questionnaires returned by Modern Language teachers in the junior high schools.

Tables 1A and 1B contain lists of the types and sources of materials commonly used by language teachers.

TABLE 1B

| Material | Titles Mentioned | SOURCE | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Non-Can. | | Can.A/P | | C.A./P.A. | | C.P./A.A. | |
| | | No. | % | No. | % | No. | % | No. | % |
| Textbooks | 2 | | | 2 | 100 | | | | |
| Non-Texts (Fiction, Biography, etc. | 7 | 3 | 43 | 3 | 43 | | | 1 | 14 |
| Reference Books | 3 | 3 | 100 | | | | | | |

TABLE 1B

| Material | Titles Mentioned | SOURCE | | | |
|---|---|---|---|---|---|
| | | Non-Can. | | Can. | |
| | | No. | % | No. | % |
| Films | 6 | 5 | 83 | 1 | 17 |
| Filmstrips | 7 | 4 | 57 | 3 | 43 |
| Slide Sets | 2 | 1 | 50 | 1 | 50 |
| Magazines and Periodicals | 5 | 2 | 40 | 3 | 60 |
| Learning Kits | 1 | | | 1 | 100 |
| Simulation Games | 4 | 2 | 50 | 2 | 50 |
| Picture Sets | 1 | | | 1 | 100 |

Since language instruction is relatively structured in the junior high schools as most students come to it with only one year of oral French, it is not surprising that only two textbooks are listed. These two, however, are produced in Canada. Non-Texts are drawn almost equally from Canadian and non-Canadian sources, but reference books are all non-Canadian in origin. Almost all teachers report using the same text.

The audio visual materials which are used are more frequently drawn from non-Canadian sources. Most commonly used are the film strips (57% non-Canadian), films(83% non-Canadian) and slide sets (50% non-Canadian). On the other hand, a greater number of magazines and periodicals are Canadian in origin (60%). Half of the simulation games originate in Canada. Learning kits and picture sets are each listed once, and in each case they are Canadian produced.

QUESTION #2: If you use unpublished material to a significant degree, please indicate the source of your unpublished material.

TABLE 2

| Source | Times Mentioned | % |
|---|---|---|
| Student Produced | nil | - |
| Teacher Produced | 8 | 53 |
| Professionally Produced in Canada | nil | - |
| Professionally Produced Outside Canada | nil | - |
| A Combination of Above | 2 | 13 |
| No Response | 5 | 34 |

N=15

Teachers produced 53% of these materials and 13% are produced by some combination of sources. There was no response by 34% of those surveyed.

QUESTION #3: Do you regularly use approved textbooks (i.e. as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks?

TABLE 3

| | Times Mentioned | % |
|---|---|---|
| Most of the Time | 11 | 73 |
| Frequently | nil | - |
| Sometimes | 1 | 7 |
| Seldom | nil | - |
| Never | 1 | 7 |
| No Response | 2 | 14 |

N= 15

A large majority (73%) of modern language teachers use approved textbooks most of the time. Only 7% indicate they use them sometimes and another 7% that they never do. Fourteen percent did not reply to this question.

QUESTION #4 (a): Approximately how many different resource people (specialists, speakers, etc.) did you use in the past twelve months?

Seven resource people were used during the past year.

QUESTION #4 (b): Of all the resource people you have used in your classroom during the past twelve months, describe the two most effective and state the nature of the subject matter discussed.

The four resource people described as offering the most effective programs are listed in Table 4. They offered programs which included information on Quebec-Ontario student exchanges, a talk on the culture of Quebec, the production of video tapes and the setting up of a listening station as well as an exchange of classes between a junior and a senior high school teacher.

TABLE 4

| Name of Resource Person | How He/She Might Be Contacted | Description of Program Provided |
|---|---|---|
| Mr. Fred Howlett | Head of Moderns | Assignment sheets Gr. 9<br>Production of video tapes<br>Set up listening station |
| Professor | Glendon College | Le Quebec |
| A. Boswell | Senior high school | Teacher exchange with junior high |
| Representative | Visites Inter-provinciales | Talk on student exchange |

QUESTION #5: Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

The only response to the question on the use of resource people providing an increase in Canadian awareness over the past twelve months was that students from Quebec had come on an exchange visit. (At this age level a direct contact with Canada's second culture is probably one of the most effective means of implementing a sense of Canadian awareness).

QUESTION #6: How many activities which take place outside the school (field trips, museums) relate to learning about Canada?

TABLE 5

| | No. | % |
|---|---|---|
| Most | 1 | 7 |
| Quite a Few | 3 | 20 |
| Some | nil | - |
| Few | 1 | 7 |
| None | 2 | 13 |
| No Outside Activities | 2 | 13 |
| No Response | 6 | 40 |

N= 15

The majority of teachers (53%) either did not respond or do not conduct any outside activities. Among those who do, 7% indicated that most of their activities and 20% that quite a few of theirs were related to enhancing knowledge of Canada. Seven percent indicated that only a few of their activities relate to learning about Canada and 13% said that none were concerned with this factor.

QUESTION #7: Please list the places you have visited with your class in the past year which you consider most worthwhile in learning about Canada and describe the purpose of the visit.

TABLE 6

| Place Visited | No. of Times Mentioned | Purpose of Visit |
|---|---|---|
| Quebec City, Levis, Montreal | 8 | Cultural exposure, French History immersion in language and Friendship |
| Trip to French Restaurant | 2 | Experience French cooking, and use French outside classroom |
| Museum | 1 | |
| Kingston | 1 | |
| Ottawa | 1 | |

N= 15

Not surprisingly Quebec, Levis and Montreal head the list with eight visits designed to provide cultural exposure, a feeling for French history, an intensive language experience and friendship. There were two trips to French restaurants to experience French cooking and provide an opportunity to use French outside the classroom. There were also visits to an unspecified museum and to Kingston and Ottawa.

## JUNIOR HIGH MUSIC

The survey elicited nine responses from music teachers in the junior high schools.

The types and sources of materials used by them are noted in Tables 1A and 1B.

TABLE 1A

| Material | Titles Mentioned | SOURCE | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Non-Can. | | Can.A/P | | C.A./P.A. | | C.P./A.A. | |
| | | No. | % | No. | % | No. | % | No. | % |
| Textbooks | 14 | 5 | 36 | 9 | 64 | | | | |
| Non-Texts (Fiction, Biography, etc.) | nil | | | | | | | | |
| Reference Books | 1 | | | 1 | 100 | | | | |

TABLE 1B

| Material | Titles Mentioned | SOURCE | | | |
|---|---|---|---|---|---|
| | | Non-Can. | | Can. | |
| | | No. | % | No. | % |
| Films | 2 | 2 | 100 | | |
| Filmstrips | 6 | 6 | 100 | | |
| Slide Sets | 1 | 1 | 100 | | |
| Magazines & Periodicals | 3 | 3 | 100 | | |
| Records | 2 | 2 | 100 | | |
| Music Scores | - | - | 100 | | |

Textbooks are the only resource which is Canadian in origin, with 64% of those used being both written and published in Canada. All other materials, films, filmstrips, records, magazines, periodicals and slide sets emanate from outside the country. One teacher indicated that of all the scores used for voice, strings and other instruments this year none are Canadian.

QUESTION #2: If you use unpublished material to a significant degree, please indicate the source of your unpublished material.

TABLE 2

| Source | Times Mentioned | % |
|---|---|---|
| Student Produced | - | - |
| Teacher Produced | 4 | 44 |
| Professionally Produced in Canada | - | - |
| Professionally Produced Outside Canada | 1 | 11 |
| A Combination of Above | 1 | 11 |
| Other | - | - |
| No Response | 3 | 33 |

N= 9

Teachers produce most of this material (44%). Eleven percent is professionally produced outside Canada and another 11% is produced through a combination of sources. There were no student produced materials nor anything produced professionally within Canada. One-third of teachers did not respond to this question.

QUESTION #3: Do you regularly use approved textbooks (i.e as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks?

TABLE 3

| | Times Mentioned | % |
|---|---|---|
| Most of the Time | 1 | 11 |
| Frequently | 1 | 11 |
| Sometimes | 1 | 11 |
| Seldom | 2 | 22 |
| Never | - | - |
| No Response | 4 | 45 |

N= 9

Unfortunately the sample is small and 45% did not respond to this question. Twenty-two percent indicated they seldom use approved textbooks and 11% each indicated that they used them most of the time, frequently or sometimes.

QUESTION #4 (a): Approximately how many different resource people (specialists, speakers, etc.) did you use in the past twelve months?

These nine music teachers reported using 28 resource people in the course of the past twelve months.

QUESTION #4 (b): Of all the resource people you have used in your classroom during the past twelve months describe the two most effective and state the nature of the subject matter disucssed.

TABLE 4

| Name of Resource Person | How to Contact | Description of Program |
|---|---|---|
| Professional Playing Group | Music Department N.Y. | Music Concert |
| School Groups | Not Indicated | Music Concert |
| Jane McAdam | Not Indicated | Professional Bass Player |
| Paul Armin | Not Indicated | Demonstration in Strings |
| Miss B. Bloomer | Music Department N.Y. | French Horn Lessons |
| Miss P. Rummer | Music Department N.Y. | Flute Lessons |
| Canadian Brass Ensemble | Not Indicated | Music Concert |
| Metro Stompers | Not Indicated | Music Concert |

Most resource people either provided demonstrations and instruction on instruments or gave performances for the students.

QUESTION #5 (a): Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

One teacher reported using resource people.

QUESTION #5(b): Please describe the two most effective resource people providing an increase in Canadian awareness that you have had in your classroom during the past twelve months and state the nature of the subject matter discussed.

The only mention of the use of resource people who provided an increase in Canadian awareness was made by one teacher who cited the visit of the Canadian Brass Ensemble as falling into this category.

QUESTION #6: How many activities which take place outside the school (e.g. Field trips, museums) relate to learning about Canada?

TABLE 5

| | No. | % |
|---|---|---|
| Most | - | - |
| Quite a Few | - | - |
| Some | 1 | 11 |
| Few | 4 | 44 |
| None | 1 | 11 |
| No Outside Activities | - | - |
| No Response | 3 | 33 |

N= 9

Again the small sample and no response from one-third of respondents makes it difficult to obtain a true picture of these activities. On the basis of the information provided, however, 44% indicate that few of these activities are related to learning about Canada, 11% indicate that some are and 11% that none are. On the whole, it would appear that relatively few outside activities are concerned with an enhanced knowledge of Canada.

QUESTION #7: Please list the places you have visited with your class in the past year which you consider most worthwhile in learning about Canada and describe the purpose of the visit.

TABLE 6

| Place Visited | No. of Times Mentioned | Purpose of Visit |
|---|---|---|
| Music Publisher | 1 | |
| Ontario Place | 2 | Gave a Concert |
| Niagara Falls | 1 | Professional Concerts of Canadian Players |
| Faculty of Music, University of Toronto | 1 | Concert - Become familiar with Music Buildings in Toronto |
| Ottawa | 1 | |

These visits have included Ontario Place where students have given concerts, trips to a music publisher and to Ottawa and attendance at concerts in Niagara Falls and at the Faculty of Music at the University of Toronto.

## JUNIOR HIGH COMMERCE

There were eight questionnaires returned by commerce teachers at the junior high level. The following two tables list the types of materials, and the sources of materials used by these teachers.

### TABLE 1A

| Material | Titles Mentioned | SOURCE | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Non-Can. | | Can.A/P | | C.A./P.A. | | C.P./A.A. | |
| | | No. | % | No. | % | No. | % | No. | % |
| Textbooks | 14 | 1 | 7 | 10 | 71 | 1 | 7 | 2 | 14 |
| Non-Texts (Fiction, Biography, etc.) | nil | | | | | | | | |
| Reference Books | 10 | | | 8 | 80 | | | 2 | 20 |

Table 1A reveals that all but one of the textbooks, and all the reference books used by commerce teachers are Canadian in origin.

### TABLE 1B

| Material | Titles Mentioned | SOURCE | | | |
|---|---|---|---|---|---|
| | | Non-Can. | | Can. | |
| | | No. | % | No. | % |
| Films | 5 | 1 | 20 | 4 | 80 |
| Filmstrips | 16 | 10 | 63 | 6 | 37 |
| Slide Sets | nil | | | | |
| Magazines & Periodicals | 4 | 2 | 50 | 2 | 50 |
| Learning Kits | 2 | 1 | 50 | 1 | 50 |
| Simulation Games | 1 | 1 | 100 | | |
| Picture Sets | nil | | | | |

Table 1B shows that 80% of the films, but only 37% of the filmstrips have Canadian sources. The magazines and periodicals and learning kits used are divided equally between Canadian and non-Canadian sources. There was only one simulation game listed; it is non-Canadian.

QUESTION #2: If you use unpublished material to a significant degree, please indicate the source of your unpublished material.

TABLE 2

| Source | Times Mentioned | % |
|---|---|---|
| Student Produced | nil | |
| Teacher Produced | 1 | |
| Professionally Produced in Canada | nil | 13 |
| Professionally Produced outside Canada | nil | |
| A Combination of Above | 1 | 13 |
| Other | | |
| No Response | 6 | 75 |

N= 8

Only two teachers reported using unpublished material to a significant degree, one indicated the material was teacher produced, the other that the materials used were from a combination of the sources listed.

QUESTION #3: Do you regularly use approved textbooks (i.e. as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks?

TABLE 3

| | Times Mentioned | % |
|---|---|---|
| Most of the Time | 7 | 88 |
| Frequently | nil | |
| Sometimes | 1 | 12 |
| Seldom | nil | |
| Never | nil | |
| No Response | nil | |

N= 8

Seven of the eight commerce teachers report using approved texts most of the time. One teacher indicated he sometimes used approved texts.

QUESTION #4(a): Approximately how many different resource people (specialists, speakers, etc.) did you use in the past twelve months?

Six resource people were used by the commerce teachers in the past twelve months.

QUESTION #4(b): Of all the resource people you have used in your classroom during the past twelve months, describe the two most effective and state the nature of the subject matter discussed.

TABLE 4

| Name of Resource Person | How He/She Might be Contacted | Description of Program Provided |
|---|---|---|
| Mr. Tate | Canadian Life Co. | Insurance |
| Mr. Pidgeon | Teacher, Bayview J.H.S. | The Grocery Store |
| G. Tesky | Better Business Bureau | Talk re Better Business Bureau |

QUESTION #5(a): Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

The commerce teachers did not use any resource people who provided an increase in Canadian awareness.

QUESTION #6: How many activities which take place outside the school (e.g. field trips, museums) relate to learning about Canada?

TABLE 6

| | No. | % |
|---|---|---|
| Most | nil | |
| Quite a few | nil | |
| Some | nil | |
| Few | nil | |
| None | 1 | 13 |
| No Outside Activities | 2 | 25 |
| No Response | 5 | 63 |

N= 8

Seven teachers indicated either no outside activities, or no response. The one teacher who responded, reported that none of the outside activities related to learning about Canada.

QUESTION #7: Please list the places you have visited with your class in the past year which you consider most worthwhile in learning about Canada and describe the purpose of the visit.

TABLE 7

| Place Visited | No. of Times Mentioned | Purpose of Visit |
|---|---|---|
| Provincial Court | 1 | To co-incide with unit on Canadian law |
| Head Office - Royal Bank | 1 | To supplement work on Canadian banking system |

## JUNIOR HIGH HOME ECONOMICS/SHOPS

There were 22 questionnaires returned by teachers of home economics and industrial arts from the 8 junior high schools participating in the survey.

TABLE 1A

| Material | Titles Mentioned | SOURCE | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Non-Can. | | Can.A/P | | C.A./P.A. | | C.P./A.A. | |
| | | No. | a % | No. | % | No. | % | No. | % |
| Textbooks | 30 | 19 | 63 | 8 | 27 | 3 | 10 | | |
| Non-Texts (Fiction, Biography, etc.) | 1 | 1 | 100 | | | | | | |
| Reference Books | 44 | 25 | 57 | 19 | 43 | | | | |

TABLE 1B

| Material | Titles Mentioned | SOURCE | | | |
|---|---|---|---|---|---|
| | | Non-Can. | | Can. | |
| | | No. | % | No. | % |
| Films | 14 | 5 | 36 | 9 | 64 |
| Filmstrips | 23 | 19 | 83 | 4 | 17 |
| Slide Sets | 2 | | | 2 | 100 |
| Magazines & Periodicals | 19 | 15 | 79 | 4 | 21 |
| Learning Kits | 7 | 7 | 100 | | |
| Simulation Games | 2 | 1 | 50 | 1 | 50 |
| Picture Sets | nil | | | | |

Tables 1A and 1B show the types and sources of the materials used by these teachers. Table 1A shows that most of the texts, non-texts and reference books used have non-Canadian sources. With the exception of films which are 64% Canadian, and slide sets, of which only two are listed, both Canadian, all of the materials listed in Table 1B are weighted towards non-Canadian sources. This is especially true with filmstrips and magazines and periodicals. There are large numbers of these materials used, 80% of them being non-Canadian.

QUESTION #2: If you use unpublished material to a significant degree, please indicate the source of your unpublished material.

TABLE 2

| Source | Times Mentioned | % |
|---|---|---|
| Student Produced | nil | |
| Teacher Produced | 8 | 36 |
| Professionally Produced In Canada | nil | |
| Professionally Produced Outside Canada | nil | |
| A Combination of Above | 8 | 36 |
| Other | nil | |
| No Response | 6 | 28 |

N= 22

Sixteen of the twenty-two teachers involved use unpublished materials to a significant degree. Of these sixteen, eight use teacher produced materials, and eight use material from a combination of the possible sources.

QUESTION #3: Do you regularly use approved textbooks (i.e. as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks?

TABLE 3

| | Times Mentioned | % |
|---|---|---|
| Most of the Time | 2 | 9 |
| Frequently | 2 | 9 |
| Sometimes | 6 | 27 |
| Seldom | 9 | 41 |
| Never | nil | |
| No Response | 3 | 14 |

N= 22

Eighteen percent of the teachers reported using approved texts most of the time or frequently. Another 28% indicated that they sometimes gave preference to approved texts. Some 41% stated that they seldom used texts from the approved lists. Fourteen percent of the teachers did not respond to this question.

QUESTION #4(a): Approximately how many different resource people (specialists, speakers, etc.) did you use in the past twelve months?

The teachers of home economics and industrial arts made use of some thirty-four resource people during the past year.

QUESTION #4(b): Of all the resource people you have used in your classroom during the past twelve months, describe the two most effective and state the nature of the subject matter discussed.

TABLE 4

| Name of Resource Person | How He/She Might be Contacted | Description of Program Provided |
|---|---|---|
| Representative of Dominion Stores | Main Office | Demonstration of Meats |
| Representative of Lightning Zipper | Company is in St. Catharines (write) | Demonstration of Zipper Application |
| Makeup Counsellor from Beauty Counsellor | Phone Representative | Demonstration of Product |
| Anne Grasset, Diane Sage | Simplicity Co. | Fashion Show |
| Peachy Hill | Not Indicated | Weaving Demonstration |
| Mrs. Raffa | Canadian Cotton Council | Presentation on cotton, Production and uses |
| Mrs. Pat Lone | Yardleys of Canada | Grooming program, Make-up Demonstration |
| E. Deighton | Zion | General Exchange of Courses for Home Economics Program at Jr. High Level |
| M. Boaz | Northmount | |
| M. Gray | Milneford | General Exchange of Courses for Home Economics Program at Jr. High Level |
| H. Lang | Donview | |
| J. Stewart | " | |
| J. Langan | Bayview | |
| Mrs. Nath | " | |
| Representative | Write Invisible Zipper | Demonstration of Installing a zipper |
| Representative from Basic Knits | Write | Demonstration of Sewing Knit Garments and Factors To Consider When Buying Knit Fabric |

QUESTION #5(a): Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

Only one resource person was described as having provided an increase in Canadian awareness.

QUESTION #5(b): Please describe the two most effective resource people providing an increase in Canadian awareness that you have had in your classroom during the past twelve months and state the nature of the subject matter discussed.

TABLE 5

| Name of Resource Person | How He/She Might be Contacted | Description of Program Provided |
|---|---|---|
| Peachy Hill | | Descriptions of Crafts done by Salish Indians of British Columbia |

QUESTION #6: How many activities which take place outside the school (e.g. field trips, museums) relate to learning about Canada?

TABLE 6

| | No. | % |
|---|---|---|
| Most | 1 | 5 |
| Quite A Few | 4 | 18 |
| Some | 1 | 5 |
| Few | 2 | 9 |
| None | 5 | 23 |
| No Outside Activities | 1 | 5 |
| No Response | 8 | 36 |

N= 22

Forty-one percent of the teachers indicated that they either had no outside activities or did not respond. Twenty-three percent reported that most, or quite a few of their outside activities related to learning about Canada. Another 14% stated that some, or few of their outside activities were so related. The remaining 23% of the teachers said that none of their outside activities related to learning about Canada.

QUESTION #7: Please list the places you have visited with your class in the past year which you consider most worthwhile in learning about Canada and describe the purpose of the visit.

TABLE 7

| Place Visited | No. of Times Mentioned | Purpose of Visit |
|---|---|---|
| Dominion Stores | 2 | Cons. Ed: Awareness Assignment to relate price to quality and advertising |
| National Grocers | 1 | Grocery Marketing in Toronto |
| Farm "Pick Your Own Produce" | 1 | Study Preserving and Freezing Produce for later use. |
| Pioneer Village | 2 | To Compare Lifestyles |
| Collins Bros. Farm | 1 | To view marketing from field to retail |
| Stelco | 1 | Not indicated |
| Museum | 2 | " " |
| Textile Factory | 1 | " " |
| Greenwood Consv. Area | 1 | " " |
| Ford Motor Co. | 1 | " " |
| General Motors | 1 | " " |
| Milrod Metals | 1 | " " |

## JUNIOR HIGH FINE ARTS

There were ten questionnaires returned by teachers of Fine Artsat the Junior High level. Tables 1A and 1B list the types of materials used, as well as the number of titles in each category, and their source.

TABLE 1A

| Material | Titles Mentioned | SOURCE | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Non-Can. | | Can.A/P | | C.A./P.A. | | C.P./A.A. | |
| | | No. | % | No. | % | No. | % | No. | % |
| Textbooks | 10 | 3 | 30 | 6 | 60 | | | 1 | 10 |
| Non-Texts (Fiction, Biography, etc.) | 2 | 2 | 100 | | | | | | |
| Reference Books | 9 | 8 | 89 | 1 | 11 | | | | |

TABLE 1B

| Material | Titles Mentioned | SOURCE | | | |
|---|---|---|---|---|---|
| | | Non-Can. | | Can. | |
| | | No. | % | No. | % |
| Films | 12 | 2 | 17 | 10 | 84 |
| Filmstrips | 1 | | | 1 | 100 |
| Slide Sets | 1 | | | 1 | 100 |
| Magazines & Periodicals | 6 | 4 | 67 | 2 | 33 |
| Learning Kits | nil | | | | |
| Simulation Games | nil | | | | |
| Picture Sets | 3 | 1 | 33 | 2 | 67 |

There does not appear to be a pattern regarding the source of materials used by Fine Arts teachers. Tables 1A and 1B show that the materials listed by these teachers are distributed almost equally between Canadian and non-Canadian sources. These teachers tend to use films to a greater extent than other media, and 84% of the films used have Canadian sources. Some two-thirds (67%) of the magazines used, however, are of non-Canadian origin.

QUESTION #2: If you use unpublished material to a significant degree, please indicate the source of your unpublished material.

TABLE 2

| Source | Times Mentioned | % |
|---|---|---|
| Student Produced | 1 | 10 |
| Teacher Produced | 3 | 30 |
| Professionally Produced in Canada | nil | |
| Professionally Produced outside Canada | 1 | 10 |
| A Combination of Above | 3 | 30 |
| Other | nil | |
| No Response | 2 | 20 |

N= 10

Table 2 shows that 80% of the Fine Arts teachers use unpublished materials to a significant degree. Most of this material is either teacher produced, or from a combination of the sources listed. One teacher used student produced material, and another used professionally produced material from outside Canada.

QUESTION #3: Do you regularly use approved textbooks (i.e. as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks?

TABLE 3

| | Times Mentioned | % |
|---|---|---|
| Most of the Time | nil | |
| Frequently | 1 | 10 |
| Sometimes | 0 | |
| Seldom | 4 | 40 |
| Never | 3 | 30 |
| No Response | 2 | 20 |

N= 10

Only one teacher reported using approved texts regularly. Seven out of ten stated that they seldom or never use approved texts more frequently than supplementary textbooks. Two teachers did not respond to this question. These responses seem consistent with the nature of the subject.

QUESTION #4(a): Approximately how many different resource people (specialists, speakers, etc.) did you use in the past twelve months?

The teachers of Fine Art made use of thirteen resource people.

QUESTION #4(b): Of all the resource people you have used in your classroom during the past twelve months, describe the two most effective and state the nature of the subject matter discussed.

TABLE 4

| Name of Resource Person | How He/She Might be Contacted | Description of Program Provided |
|---|---|---|
| Mr. Brown | Simpsons | Colour Psychology |
| Mr. Welsh | York University Theatre Art | Viewed our Theatre Arts Program |
| Eric Huurre | Not Indicated | Film Making |
| Stefan Cznerki | Spring Garden | Murals |

QUESTION #5(a): Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

No resource people were listed under this category by the teachers of Fine Art.

QUESTION #6: How many activities which take place outside the school (e.g. field trips, museums) relate to learning about Canada?

TABLE 6

| | No. | % |
|---|---|---|
| Most | 3 | 30 |
| Quite A Few | 1 | 10 |
| Some | nil | |
| Few | 2 | 20 |
| None | 1 | 10 |
| No Outside Activities | nil | |
| No Response | 3 | 30 |

N= 10

Three of the teachers indicated that most of their outside activities related to learning about Canada, and one teacher said quite a few of the outside activities were so related. Two teachers reported that few, and one teacher reported that none, of their activities were related to learning about Canada. Three teachers did not respond to this question.

QUESTION #7: Please list the places you have visited with your class in the past year which you consider most worthwhile in learning about Canada and describe the purpose of the visit.

TABLE 7

| Place Visited | No. of Times Mentioned | Purpose of Visit |
|---|---|---|
| McMichael Collection | 5 | Group of 7 Study |
| Ontario Art Gallery | 2 | Early Canadian Art |
| Art Galleries in Yorkville | 1 | Canadian Artists |
| Stratford | 1 | History of Acting |
| Toronto Theatres | 2 | |
| O'Keefe St. Lawrence | | |
| Royal Ontario Museum | 1 | Sigmund Samuel Canadiana Collection |
| Historic Buildings in Toronto | 1 | |
| Niagara On The Lake | 1 | |

All of the places listed in Table 6 have an obvious relationship to learning about Canadian art and theatre.

## JUNIOR HIGH PHYSICAL EDUCATION

Eighteen questionnaires were returned by Physical Education teachers from the eight Junior High Schools in the sample. Tables 1A and 1B summarize the responses to question number one. Each type of material used is listed along with the number of titles mentioned in each category, and their source.

TABLE 1A

| Material | Titles Mentioned | SOURCE | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Non-Can. | | Can. A/P | | C.A./P.A. | | C.P./A.A. | |
| | | No. | % | No. | % | No. | % | No. | % |
| Textbooks | 13 | 5 | 38 | 8 | 62 | | | | |
| Non-Texts (Fiction, Biography, etc.) | 2 | 1 | 50 | 1 | 50 | | | | |
| Reference Books | 19 | 16 | 84 | 1 | 5 | 1 | 5 | 1 | 5 |

There does not appear to be a distinct pattern regarding the sources of texts or non-texts used by teachers of Physical Education. However, reference books, and the materials listed in Table 1B, with the exception of learning kits, are heavily weighted towards non-Canadian sources.

TABLE 1B

| Material | Titles Mentioned | SOURCE | | | |
|---|---|---|---|---|---|
| | | Non-Can. | | Can. | |
| | | No. | % | No. | % |
| Films | 4 | 3 | 75 | 1 | 25 |
| Filmstrips | 12 | 10 | 83 | 2 | 17 |
| Slide Sets | 2 | 1 | 50 | 1 | 50 |
| Magazines & Periodicals | 7 | 6 | 86 | 1 | 14 |
| Learning Kits | 5 | 1 | 20 | 4 | 80 |
| Simulation Games | nil | | | | |
| Picture Sets | 3 | 3 | 100 | - | - |

It is interesting to note that these teachers use a wide variety of materials, each category has at least two titles mentioned , with the exception of simulation games.

QUESTION #2: If you use unpublished material to a significant degree, please indicate the source of your unpublished material.

TABLE 2

| Source | Times Mentioned | % |
|---|---|---|
| Student Produced | nil | |
| Teacher Produced | 1 | 6 |
| Professionally Produced in Canada | 1 | 6 |
| Professionally Produced Outside Canada | nil | |
| A Combination of Above | 4 | 22 |
| Other | nil | |
| No Response | 12 | 67 |

N= 18

Table 2 reveals that only 6 of the 18 Physical Education teachers use unpublished materials to a significant degree. Of these six teachers, one uses teacher-produced material, one uses material professionally produced in Canada, and four use materials from a combination of the listed sources.

QUESTION #3: Do you regularly use approved textbooks (i.e. as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks?

TABLE 3

| | Times Mentioned | % |
|---|---|---|
| Most of the Time | 4 | 22 |
| Frequently | 3 | 17 |
| Sometimes | 3 | 17 |
| Seldom | 3 | 17 |
| Never | nil | |
| No Response | 5 | 27 |

N=18

Some 22% of the teachers use approved texts most of the time, and 17% do so frequently. Another 17% stated that they sometimes do, and still another 17% said that they seldom use approved texts. There was no response to this item from 27% of the teachers.

QUESTION #4(a): Approximately how many different resource people (specialists, speakers, etc.) did you use in the past twelve months?

This group of teachers used 15 resource persons.

QUESTION #4(b): Of all the resource people you have used in your classroom during the past twelve months, describe the two most effective and state the nature of the subject matter discussed.

TABLE 4

| Name of Resource Person | How He/She Might be Contacted | Description of Program Provided |
|---|---|---|
| Public Health Nurse | N.Y. Dept. of Public Health | Health - V.D. Clinic |
| Detective | Police Department | Talk on Drugs |
| Mobile Fitness Leader | Y.M.C.A. | Fitness Test |
| Dr. Ballard | Public Health | V.D. |
| Peter Zuchbet | C.W. Jefferies | Shot Put Coaching |
| Mr. Edgerton | Elia Junior High | Pole Vault |
| C.N. Police Officer | C.N. | Safety Program |
| Parents With Small Children | Not Indicated | Child Development Program |

The resource people whom this group of teachers considered most effective covered topics ranging from health and coaching to child care and drug abuse.

QUESTION #5(a): Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

These teachers indicated that none of the resource people used provided an increase in Canadian awareness.

QUESTION #6: How many activities which take place outside the school (e.g. field trips, museums) relate to learning about Canada?

TABLE 6

| | No. | % |
|---|---|---|
| Most | 2 | 11 |
| Quite A Few | nil | |
| Some | nil | |
| Few | 3 | 17 |
| None | 1 | 6 |
| No Outside Activities | 1 | 6 |
| No Response | 11 | 61 |

N= 18

Only two of the teachers stated that most of their outside activities related to learning about Canada. Another three said that few of their outside activities were so related and one teacher said that none were. Twelve teachers indicated either that they had no outside activities, or did not respond at all.

QUESTION #7: Please list the places you have visited with your class in the past year which you consider most worthwhile in learning about Canada and describe the purpose of the visit.

TABLE 7

| Place Visited | No. of Times Mentioned | Purpose of Visit |
|---|---|---|
| Camping Trip - Grade 9 | 1 | |
| Tour of Southern Ontario | 1 | Study, History, Geography, Culture |
| Ottawa | 1 | |
| Court House | 1 | |
| Formosa Spring Ski Park | 1 | |
| Seneca Ski Area | 1 | |
| C.N.E. Badminton Championships | 1 | |
| M.P.G. Track and Field | 1 | |
| Team Visits | | |

Most of the outside activities undertaken by these teachers dealt with sporting activities which of themselves are worthwhile in learning about Canada because sport is an integral part of our culture. The other places visited would also promote an understanding and appreciation of Canada's culture and environment.

JUNIOR HIGH GEOGRAPHY

There were 8 questionnaires returned by Geography teachers in the 8 Junior High Schools in the sample.

The table below shows the response for question number one. Each type of material used is listed along with the number of titles mentioned in each category, as well as their sources.

TABLE 1A

| MATERIAL | Titles Mentioned | SOURCE | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Non Can | | CA/CP (Can.) | | CA/PA | | CP/AB | |
| | | No. | % | No. | % | No. | % | No. | % |
| TEXTBOOKS | 16 | | | 15 | 94 | 1 | 6 | | |
| NON TEXTS (Fiction, Biog, etc.) | 1 | | | 1 | 100 | | | | |
| REFERENCE BOOKS | 22 | 12 | 55 | 10 | 45 | | | | |

TABLE 1B

| MATERIAL | Titles Mentioned | Non Can. | | Canadian | |
|---|---|---|---|---|---|
| | | No. | % | No. | % |
| FILMS | 8 | 4 | 50 | 4 | 50 |
| FILMSTRIPS | 6 | 4 | 67 | 2 | 33 |
| SLIDE SETS | 1 | | | 1 | 100 |
| MAGAZINES & PERIODICALS | 9 | 5 | 56 | 4 | 44 |
| LEARNING KITS | 2 | | | 2 | 100 |
| SIMULATION GAMES | 2 | | | 2 | 100 |
| PICTURE SETS | 3 | 1 | 33 | 2 | 67 |

As may be seen from the tables above, many of the materials used by Geography teachers in North York are produced by Canadian authors and publishers. The majority (55%) of the reference books, however, have been identified by the teachers as coming from a non-Canadian source. Half of the films mentioned and some two-thirds of the filmstrips listed, also have a non-Canadian source. Over half (56%) of the magazines and periodicals were identified as being of non-Canadian origin.

TABLE 2

QUESTION #2: If you use unpublished material to a significant degree, please indicate the source of your unpublished material.

N = 8

| SOURCE | Times Mentioned | % |
|---|---|---|
| 1) Student Produced | | |
| 2) Teacher Produced | 4 | 50 |
| 3) Prof. Produced in Canada | | |
| 4) Prof. Produced Outside Canada | | |
| 5) Combination of above | 1 | 13 |
| 6) Other | 1 | 13 |
| 7) No Response | 2 | 25 |
| TOTAL | 8 | 100 |

Half of the teachers reporting in Geography indicate that they use a significant amount of teacher produced material.

TABLE 3

QUESTION #3: Do you regularly use approved textbooks (i.e. as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks?

N = 8

| SOURCE | Times Mentioned | % |
|---|---|---|
| Most of the time | 4 | 50 |
| Frequently | 1 | 13 |
| Sometimes | 1 | 13 |
| Seldom | 1 | 13 |
| Never | | |
| No Response | 1 | 13 |
| TOTAL | 8 | 100 |

One half (50%) of the Geography teachers report that they use approved textbooks more frequently than supplementary texts most of the time.

QUESTION# 4(a) Approximately how many different resource people (specialists, speakers, etc.) did you use in the past 12 months?

Seven different resource people were reported as being used by the eight Geography teachers.

QUESTION# 4(b) Of all the resource people you have used in your classroom during the past 12 months, describe the two most effective and state the nature of the subject matter discussed.

TABLE 4

| Name of Resource Person | How To Contact | Description of Program |
|---|---|---|
| Mr. Mgandu | University of Toronto Foreign Student | Seminar on Tanganica |
| Mrs. Dixie | Supply Teacher | Slides & discussion on East Africa |
| Mr. L. Zwotte | - | Apartheid in S. Africa |
| Representative | Holland Marsh Agric. Research Station | Holland Marsh Economic Activities |
| Official | Swiss - Consulate | Film Tour of Switzerland |
| Parent | - | Talk on Bangladesh |

QUESTION# 5 Approximately how many different resource people providing an increase in Canadian awareness did you use in the past 12 months?

Only one person was listed in this category.

TABLE 5

| Name of Resource Person | How To Contact | Description of Program |
|---|---|---|
| Katie Hayhurst | Alderman - North York | Municipal Government |

QUESTION #6: How many activities which take place outside the school (e.g. field trips, museums) relate to learning about Canada?

TABLE 6

N = 8

| | # | % |
|---|---|---|
| Most | 2 | 25 |
| Quite a Few | 3 | 37 |
| Some | 1 | 13 |
| Few | 1 | 13 |
| None | 1 | 13 |
| No Outside Activities | - | - |
| No Response | - | - |
| BASE | 8 | 100 |

Almost two-thirds (62%) of the Geography teachers report that quite a few of their activities which take place outside school, relate to learning about Canada.

QUESTION #7: Please list the places you have visited with your class in the past year which you consider most worthwhile in learning about Canada and describe the purpose of the visit.

TABLE 7

| Place Visited | # of Times | Purpose of Visit |
|---|---|---|
| Kensington Market | 2 | Urban Land Use |
| Toronto City Core | 2 | |
| Scarborough Bluffs | 2 | Glaciology, Urban Land Use |
| Holland Marsh | 2 | Market Gardening |
| Niagara Peninsula | 1 | |
| Kelso Conservation area | 1 | |
| Toronto Harbour | 1 | |
| York County Tour | 1 | |
| Camping | 1 | Study Can. Shield, Glaciation |
| Sherway Gardens | 1 | Urban Studies |
| Don River | 1 | |
| Quebec City | 1 | Historical Geography |

## JUNIOR HIGH HISTORY

Twenty questionnaires were returned by history teachers in the eight junior high schools in the sample.

The tables below (Tables 1A and 1B) provide a summary of responses for question number one. Each type of material used is listed along with the number of titles mentioned in each category as well as their source.

TABLE 1A

| Material | Titles Mentioned | SOURCE | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Non-Can. | | Can. A/P | | C.A./P.A. | | C.P./A.A. | |
| | | No. | % | No. | % | No. | % | No. | % |
| Textbooks | 19 | | | 19 | 100 | | | | |
| Non-Texts (Fiction Biography, etc.) | 12 | | | 12 | 100 | | | | |
| Reference Books | 56 | 10 | 18 | 45 | 80 | 1 | 2 | | |

TABLE 1B

| Material | Titles Mentioned | SOURCE | | | |
|---|---|---|---|---|---|
| | | Non-Can. | | Can. | |
| | | No. | % | No. | % |
| Films | 8 | 2 | 25 | 6 | 75 |
| Filmstrips | 13 | 2 | 15 | 11 | 85 |
| Slide Sets | 2 | | | 2 | 100 |
| Magazines & Periodicals | 6 | 2 | 33 | 4 | 67 |
| Learning Kits | 8 | 1 | 12 | 7 | 88 |
| Simulation Games | 5 | 1 | 20 | 4 | 80 |
| Picture Sets | 3 | | | 3 | 100 |

As may be seen from the table above, most of the materials used by history teachers in North York Junior High Schools tend to be produced by Canadian authors and publishers. Although there are relatively few magazines and periodicals listed (6) it is of some interest to note that one third of them (33%) are of non-Canadian origin.

QUESTION #2: If you use unpublished material to a significant degree, please indicate the source of your unpublished material .

TABLE 2

| Source | Times Mentioned | % |
|---|---|---|
| Student Produced | 2 | 10 |
| Teacher Produced | 3 | 15 |
| Professionally Produced in Canada | - | - |
| Professionally Produced Outside Canada | - | - |
| A Combination of Above | 5 | 25 |
| Other | - | - |
| No Response | 10 | 50 |

N= 20

Although only half of the history teachers report using unpublished material, 10% report using materials produced by students, 15% report using teacher produced materials while a further 25% indicate that the unpublished materials they use come from a combination of the listed categories.

QUESTION #3: Do you regularly use approved textbooks (i.e. as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks?

TABLE 3

| | Times Mentioned | % |
|---|---|---|
| Most of the Time | 7 | 35 |
| Frequently | 1 | 5 |
| Sometimes | 8 | 40 |
| Seldom | - | - |
| Never | - | - |
| No Response | 4 | 20 |

N= 20

More than a third (35%) of the history teachers report that they use approved textbooks more frequently than supplementary texts. Five percent indicate they do so frequently and 40% do so sometimes. Though 20% did not respond to this question no one indicated that they seldom or never gave preference to approved textbooks.

QUESTION #4(a): Approximately how many different resource people (specialists, speakers, etc.) did you use in the past twelve months?

Twenty-seven different resource people have been used by the ten history teachers who reported on this question. This represents an average of almost three different resource people used by each of those teachers during the past twelve months.

QUESTION #4(b): Of all the resource people you have used in your classroom during the past twelve months, describe the two most effective and state the nature of the subject matter discussed.

TABLE 4

| Name of Resource Person | How to Contact | Description of Program |
|---|---|---|
| Officer | R.C.M.P. | Historical tape and slide demo. |
| Mr. Farber | Lawyer | British Origins of Canadian Language |
| Representative | U.N. Association | U.N. and Canada's role |
| Ralph Plaisted | c/o Bombardier Co. | Living in wilderness |
| Soldier | Fort York | Soldier's life in B.N.A. |
| Dr. E. Willie | Anglican Church | Talk on Indians |
| Prof. Smythe | R.O.M. | Archaeology |
| Norman Emerson | University of Toronto | Indian Lore |
| Greg Keilty | New Canadian Press | Book Review - Rebellion of 1837 |

QUESTION #5(a): Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

The history teachers report that eleven resource people providing an increase in Canadian awareness were used in the past twelve months. A number of the resource people noted as being most effective were also listed in response to the previous question. In the area of history it would seem that the most effective resource people tend to be those who deal with topics which stimulate an increase in Canadian awareness.

QUESTION #5(b): Please describe the two most effective resource people providing an increase in Canadian awareness that you have had in your classroom during the past twelve months.

TABLE 5

| Name of Resource Person | How to Contact | Description of Program |
|---|---|---|
| Ralph Plaisted | c/o Bombardier Co. | Living in wilderness |
| Officer | R.C.M.P. | Historical tape and slide |
| Mr. Allen | Min. of Environment | Conservation and Pollution in Ontario |
| Mr. Berti | Hockley Valley Outdoor Centre | Background on Hockley Valley |
| Prof. Smythe | R.O.M. | Archaeology |
| Norman Emerson | University of Toronto | Indian Lore |
| Greg Keilty | New Canadian Press | Book review - Rebellion of 1837 |

QUESTION #6: How many activities which take place outside the school (e.g. field trips, museums) relate to learning about Canada?

| | No. | % |
|---|---|---|
| Most | 8 | 40 |
| Quite a Few | 2 | 10 |
| Some | 2 | 10 |
| Few | 2 | 10 |
| None | - | - |
| No Outside Activities | - | - |
| No Response | 6 | 30 |

N= 20

Two-fifths (40%) of the history teachers report that most of the activities which take place outside school relate to learning about Canada. Another one-fifth (20%) indicate that quite a few or at least some of their outside activities relate to learning about Canada. Although six teachers (30%) did not respond to this item, no teacher specifically stated that none of the activities which take place outside the school relate to learning about Canada.

QUESTION #7: Please list the places you have visited with your class in the past year which you consider most worthwhile in learning about Canada and describe the purpose of the visit.

TABLE 7

| Place Visited | No. of Times Mentioned | Purpose of Visit |
|---|---|---|
| Pioneer Village | 9 | Skill development in selecting aspects of pioneer life, crafts, etc. |
| Quebec City | 5 | Study of English/French relations |
| Ottawa | 5 | Study of Government |
| MacKenzie House | 4 | Study of life in early Toronto |
| Gibson House | 3 | Pioneer life, crafts |
| R.O.M. | 3 | Study of Indians and East Coast |
| Hockley Valley | 2 | Outdoor Education |
| McMichael Collection | 2 | Contribution of Group of Seven |
| Queen's Park | 2 | Study of Provincial Government |
| Niagara Peninsula | 2 | History and Geography - Welland Canal, etc. |
| Historical Sites in Toronto | 2 | Study growth and development 1793-1900 |
| Don River Valley | 1 | Local History |
| Claremont | 1 | Learn appreciation of environment |
| Norland Boy Scout Camp | 1 | Outdoor Education |
| Warsaw Caves (Kenmore) | 1 | Orienteering |
| Downsview Community | 1 | Community Study |
| North York Local Tour | 1 | Basis for study of Regionalism |
| Bruce Trail | 1 | Geology of Niagara Escarpment |
| Urban Field Trip | 1 | Study physical make-up of City |
| Upper Canada Village | 1 | Pioneer life in Upper Canada |
| Fort York | 1 | Develop awareness and knowledge of past history |
| Marine Museum | 1 | Develop interest in community and its historic roots |
| Washington D.C. | 1 | Comparison of Can./Amer. Govts. |
| Gettysburg, Pa. | 1 | Civil War - effects on us and Can. Confederation |
| Zion Church and School | 1 | Local History |
| Toronto Workshop Theatre | 1 | "Ten Lost Years" |

There is a wide spectrum of outside activities with Canadian content to which teachers have exposed their students. These range from the most obvious and easily accessible Pioneer Village down through trips to important historical cities such as Ottawa, Quebec, Washington, D.C. and Gettysburg, Pennsylvania; visits to Queen's Park, local historical sites, conservation areas and Canadian art galleries and attendance at a play dealing with the depression years on the prairies.

## JUNIOR HIGH
## "OTHER" AND RESOURCE LIBRARIAN

There were fourteen questionnaires returned by people in this category, four from Resource Librarians and ten from those teaching special subjects such as Guidance, English as a Second Language, and S.L.D. classes.

The type and source of materials used by this group is listed in Table 1A and Table 1B.

TABLE 1A

| Material | Titles Mentioned | SOURCE | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Non-Can. | | Can.A/P | | C.A./P.A. | | C.P./A.A. | |
| | | No. | % | No. | % | No. | % | No. | % |
| Textbooks | 17 | 5 | 29 | 12 | 71 | | | | |
| Non-Texts (Fiction Biography, etc.) | 11 | 10 | 91 | 1 | 9 | | | | |
| Reference Books | 9 | 7 | 78 | 2 | 22 | | | | |

N= 14

TABLE 1B

| Material | Titles Mentioned | SOURCE | | | |
|---|---|---|---|---|---|
| | | Non-Can. | | Can. | |
| | | No. | % | No. | % |
| Films | 1 | 1 | 100 | | |
| Filmstrips | 6 | 3 | 50 | 3 | 50 |
| Slide Sets | nil | | | | |
| Magazines and Periodicals | 7 | 4 | 57 | 3 | 43 |
| Learning Kits | 4 | 3 | 75 | 1 | 25 |
| Simulation Games | nil | | | | |
| Picture Sets | nil | | | | |

Whereas textbooks are primarily Canadian in origin, some 71%, most non-texts (91%) and reference books (78%) originate outside Canada.

Of the other materials which are used most frequently those which are non-Canadian are in greater use, magazines and periodicals (57%), filmstrips (50%), and learning kits (75%). Only one film was mentioned and this, too, was not produced in Canada.

QUESTION #2: If you use unpublished material to a significant degree, please indicate the source of your unpublished material.

TABLE 2

| SOURCE | TIMES MENTIONED | % |
|---|---|---|
| Student Produced | nil | - |
| Teacher Produced | 2 | 14 |
| Professionally Produced in Canada | nil | - |
| Professionally Produced Outside Canada | nil | - |
| A Combination of Above | 1 | 7 |
| Other | nil | - |
| No Response | 11 | 79 |

N= 14

Fourteen percent of unpublished material was teacher produced and 7% was produced by a combination of sources. Since 79% of respondents did not answer this question it can probably be assumed that little unpublished material is used by this group.

QUESTION #3: Do you regularly use approved textbooks (i.e. as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks?

TABLE 3

| | TIMES MENTIONED | % |
|---|---|---|
| Most of the Time | 2 | 14 |
| Frequently | 4 | 29 |
| Sometimes | nil | |
| Seldom | 1 | 7 |
| Never | 1 | 7 |
| No Response | 6 | 43 |



N= 14

Of those who responded 14% use approved textbooks most of the time and 29% do so frequently. Only 7% indicated that they seldom do and another 7% that they never use them. There was no response from 43% of these teachers.

QUESTION #4: (a) Approximately how many different resource people (specialists, speakers, etc.) did you use in the past twelve months?

There were 24 resource people used by this group of teachers.

QUESTION #4: (b) Of all the resource people you have used in your classroom during the past twelve months, describe the two most effective and state the nature of the subject matter discussed.

TABLE 4

| Name of Resource Person | How He/She Might be Contacted | Description of Program Provided |
|---|---|---|
| Mel Capener | Calico P.S. | Consultant in Special Ed. |
| Boyce Connors | North York Resource Teacher | Reading Linguistic Approach |
| Lois Swayne | Reading Consultant | Teaching Methods and Individual Pupil Assessment |
| Secondary School Teacher | Not Indicated | Orientation and Program Discussion |
| Harriet Smith | Not Indicated | Study of Neighbourhood |

The resource people utilized brought a wide range of skills into the classroom. Programs involved reading linguistics, special education, reading teaching methods and individual pupil assessment, an orientation and discussion program conducted by a secondary school teacher and a presentation involving the study of a neighbourhood.

QUESTION #5: Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

Apparently none were used as there was a nil response to this question.

QUESTION #6: How many activities which take place outside the school (e.g. field trips, museums) relate to learning about Canada?

TABLE 5

| | No. | % |
|---|---|---|
| Most | 1 | 7 |
| Quite a Few | 1 | 7 |
| Some | 1 | 7 |
| Few | nil | |
| None | nil | |
| No Outside Activities | nil | |
| No Response | 11 | 79 |

N= 14

Here again the response was very small (21%) probably indicating that few outside activities are engaged in by this group of teachers. Of those who responded 7% each rated most, quite a few, or some of their outside activities as being related to learning about Canada.

QUESTION#7: Please list the places you have visited with your class in the past year which you consider most worthwhile in learning about Canada and describe the purpose of the visit.

TABLE 6

| Place Visited | No. of Times Mentioned | Purpose of Visit |
|---|---|---|
| Parliament Buildings | 1 | Not Stated |
| Royal Ontario Museum | 2 | Not Stated |
| Science Centre | 2 | Not Stated |
| Toronto Island | 1 | Not Stated |
| Riverdale Zoo | 1 | Not Stated |
| Fort York | 1 | Not Stated |
| Marine Museum | 1 | Not Stated |
| Gibson House | 1 | Not Stated |

The local scene was covered with visits to theParliament Buildings, the Science Centre, the Royal Ontario Museum, Toronto Island, Riverdale Zoo, Fort York, the Marine Museum and Gibson House. Though none of the teachers provided a description of the purpose of their visits many of the places visited have obvious relevance to an expanded awareness of Canadian history, government and local community.

## SUMMARY

At the Junior High level, 320 teachers received copies of the questionnaire, and of these, 187 or 58% participated in the survey by returning completed forms.

The information provided by these teachers indicates that almost three-quarters (73%) of the textbooks they use are Canadian, with almost all of these books being written by Canadian authors and published in Canada. This does not seem surprising in light of the fact that teachers obtain their textbooks from approved sources (Circular 14 - Ministry of Education, Board approved textbook list) where efforts have been made to include a large percentage of Canadian material. However, over half (56%) of the non-texts (fiction, biography, etc.) and almost half (47%) of the reference books used by Junior High teachers are non-Canadian. These teachers also reported that 60% of the films they used come from Canadian sources, while over two-thirds (68%) of the filmstrips are non-Canadian. In fact in some subject areas such as science and music 100% of filmstrips used are non-Canadian. The teachers of Home Economics, Industrial Arts and Physical Education also reported using a large percentage (83%) of non-Canadian filmstrips. Slide sets, although few in number, were mainly Canadian. Magazines and periodicals were substantially non-Canadian (68%) as were 55% of learning kits. About half (52%) of the simulation games and picture sets were Canadian in origin.

Although 50% of Junior High teachers indicate that they do not use unpublished material to a significant degree, over half (55%) of those who do, report that such material is teacher produced.

The Junior High respondents reported that they made use of 255 resource people during the past year . This seems to be a relatively small number when compared with the 687 resource people used by elementary teachers. Approximately 11% of the resource people used

were described as individuals who provided an increase in Canadian awareness. This percentage was similar to that reported by elementary teachers (13%) but much lower than the 40% response indicated by secondary teachers.

Less than one third (31%) of the Junior High teachers indicate that at least some of the activities which take place outside the school relate to learning about Canada. This rather low percentage can perhaps be partially explained by the fact that one-third (34%) of these teachers did not respond to this item.

The three places most frequently visited by junior high school teachers and their students were Pioneer Village, the Royal Ontario Museum and the McMichael Collection.